DOCUMENT RESUME

ED 464 666 JC 020 357

AUTHOR	Lancaster, H. Martin
TITLE	North Carolina Community College System Economic & Workforce Development Annual Report, 1999-2000.
INSTITUTION	North Carolina Community Coll. System, Raleigh.
PUB DATE	2000-00-00
NOTE	38p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Change Strategies; College Role; *Community Colleges; *Educational Innovation; Educational Objectives; Institutional Mission; *Labor Force Development; Models; Partnerships in Education; *Program Implementation; *School Business Relationship; Two Year Colleges
IDENTIFIERS	*North Carolina Community College System

ABSTRACT

During the 1999-2000 program year, the Division of Economic and Workforce Development attempted to further the North Carolina Community College System's (NCCCS) tradition of excellence by modeling key strategies of the business sector. These strategies included: (1) Economies of scale, a term that refers to unit cost decreasing as number of units produced increases. NCCCS stretched this definition to imply that innovative programs can effectively be developed in decentralized systems. Initiatives that grew out of this idea were the North Carolina Manufacturing Certification Program and the Joint Initiative for Biotechnology Workforce Training; (2) Strategic partnerships--a new partnership with Development Dimensions International enabled North Carolina community colleges to deliver nationally recognized teamwork and leadership programs; (3) Seamless linkages, an expression that refers to product delivery by one or more organization that is coordinated and appears "seamless" to the customer. These types of initiatives included the NCCCS Export Ready Program for small businesses, and the Small Business Technology Development Center; (4) Technology development and deployment--during the past year, a close collaboration was developed between NCCCS and the North Carolina Electronics and Information Technology Association (NCEITA), which resulted in the first annual NCEITA/ExplorNet Knowledge Nova Conference; and (5) Marketing, for which the division developed a Web page and an online newsletter. This report provides details on these and other strategic programs. (EMH)

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ED 464 666

Annual Report 2000

North Carolina Community College System
Economic & Workforce Development

H. Martin Lancaster, President

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NORTH CAROLINA
COMMUNITY COLLEGE SYSTEM

Annual Report
1999-2000

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New & Expanding Industry Training ~ Continuing Education
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Economic & Workforce Development Division

Mission Statement

The mission of the Economic and Workforce Development Division is to *support* North Carolina's community colleges to provide high quality, accessible training and services that enable North Carolinians to acquire knowledge and skills to obtain and maintain prosperous career opportunities and enhance their quality of life, and provide North Carolina businesses and industries with a world-class workforce and a competitive advantage as a result of their presence in North Carolina.

Operations

- Support customized training
- Support regional customized workforce development
- Support innovative and flexible programs
- Support workforce training

Objectives

- Maintain or increase the number of educational and training programs necessary to meet the workforce needs of each region and college service area.
- Maintain or increase educational and training opportunities that meet the needs of diverse and underserved populations.
- Maintain or improve the number of innovative and flexible programs and services that meet the needs of the workforce and the economy.
- Maintain or increase support to educational and training programs necessary to meet workforce needs through the community college Human Resources Development (HRD) program.
- Maintain or increase support to educational and training programs necessary to meet workforce needs through new and expanding industries.
- Maintain or increase support to educational and training programs necessary to meet workforce needs through occupational extension.
- Maintain or increase the support to educational and training programs necessary to meet workforce needs through small business centers.

Overview

During the 1999-2000 program year, the North Carolina Community College System continued its tradition of excellence in economic and workforce development programs, garnering the following national awards and recognition:

- *Ranked the number one worker training program in the nation for the second year in a row by Expansion Management magazine;*
- *Recipient of the State Innovation Award from the Education Commission of the States in recognition of economic and workforce development innovations;*
- *Recipient of the 2000 Showcase Partnership Award at the U.S. Department of Labor's JETT*CON2000 Conference, in recognition of partnership with the North Carolina Employment Security Commission in developing NC STARS, the State's automated WIA eligible training provider database;*
- *Acknowledged as a key factor in North Carolina being named State of the Year for Workforce Development by the National Alliance of Business, and in the State's number one business climate ranking by Site Selection magazine.*

In 1999-2000, the Division of Economic and Workforce Development attempted to further the North Carolina Community College System's tradition of innovation and excellence in economic and workforce development programs by modeling key strategies of the business sector including *economies of scale, strategic partnerships, seamless linkages, technology development and deployment,* and *marketing.*

Economies of Scale: The model for economies of scale was the open source development of computer code, spurred by a North Carolina-based company, Red Hat Software. The open source movement demonstrates that innovative programs can be effectively developed in decentralized systems, when the specific talents and innovations of a few are effectively captured and incorporated into efforts that benefit the whole. In that spirit, the Economic and Workforce Development Division helped spark several initiatives that drew on the talents of individuals from colleges across the system. They included:

- The *North Carolina Manufacturing Certification Program*, a system of manufacturing-based training programs based on industry skill standards and certification programs. During the 1999-2000 program year, the North Carolina Community College System implemented the Level I: Fundamental Skills program, and initiated development of four Level II: Industry Specific programs in Metals, Plastics, Textiles, and Electronics, as well as a Manufacturing Readiness Program through the Human Resources Development Program. The program garnered the recommendation of the National Association of Manufacturers' Center for Workforce Success, and the North Carolina Citizens for Business and Industry.

- The *Joint Initiative for Biotechnology Workforce Training*, a partnership between the North Carolina Community College System and the North Carolina Biotechnology Center, initiated development of a new BioWork Process Technician Training Program, and sponsored special training in Good Manufacturing Practices and technical report writing through the "Carolina Keys To Quality Initiative." Vance-Granville Community College and the company, NovoZymes, played key roles in development and piloting of the BioWorks program, and several colleges sponsored Carolina Keys to Quality.

- The *North Carolina Boat Building Training Initiative*, developed through a collaborative of coastal community colleges, initiated development of new training programs for North Carolina's boat building companies, including training in boat building fundamentals, lamination, assembly, marine electrical and plumbing, and engine installation.

- The *Minority Business Development Program* included two efforts through the Small Business Center Network. In one, Small Business Centers worked with the Department of Administration to help Historically Underutilized Businesses access State and Federal purchasing opportunities. In the other initiative, collaboration among various Small Business Centers and with NC REAL resulted in business start-up training targeted to the growing Hispanic/Latino population.

Strategic Partnerships: Throughout the business world, companies are finding new opportunities through strategic partnerships and collaboration that enable them to reach new markets with new products and achieve mutual benefits. In North Carolina, we have seen strategic partnerships between North Carolina universities and athletic apparel companies that have produced benefits for the universities who equip their athletic team and achieve income through royalties, and the athletic companies that enhance their overall markets. Based on the model of strategic partnerships, the Economic and Workforce Development Division has sought out nationally recognized training programs and developed strategic partnerships to provide the programs through community colleges, thus broadening the base of resources to North Carolina businesses and industries.

- A new partnership with *Development Dimensions International* enabled North Carolina community colleges to deliver nationally recognized DDI teamwork and leadership programs.
- A partnership was established with Springfield Remanufacturing Company and *The Great Game of Business* to provide economic literacy training and assist companies with the implementation of Open-Book Management practices. The partnership began out of a specific initiative to assist Blue Ridge Paper Company, the employee-owned company resulting from the buyout of Champion Paper, the largest manufacturing company in the state west of Asheville.
- The Community College System developed a partnership with the *GMP Institute*, a division of the International Society of Pharmaceutical Engineers, to provide training in FDA required Good Manufacturing Practices for North Carolina biotechnology and pharmaceutical companies.

Seamless Linkages: Business collaborations in some cases take the form of seamless linkages, product or service delivery by one or more organization that is coordinated to the point as to appear seamless to the customer. An example is code sharing in the airline industry. North Carolina-based Midway Airlines partnership with Corporate Express enabled the two companies to deliver coordinated service to different cities, thus extending the market of the two organizations. During 1999-2000, seamless linkages were promoted with other North Carolina agencies to support better-coordinated services to North Carolina citizen and business clients.

- Community College Small Business Centers partnered with the *North Carolina Department of Commerce International Division* to develop the Export Ready program for small businesses, with delivery through six Small Business Center regional hubs.
- NCCCS staff collaborated with the *North Carolina Department of Labor's Apprenticeship Bureau* to coordinate community college training efforts with apprenticeship training requirements.
- Efforts were continued to further develop and enhance existing partnerships and coordination between Small Business Centers and the University-based *Small Business Technology Development Center*, and between community college industry training efforts and NC State's *Industrial Extension Service*.

- NCCCS collaborated jointly with the *North Carolina Biotechnology Center* on efforts to enhance training to biotechnology and pharmaceutical companies, through the *Joint Initiative for Biotechnology Workforce Training*.
- The collaboration between the *North Carolina Community College System and the Employment Security Commission* on NC STARS, the WIA eligible training provider database, resulted in the JETT*CON 2000 Showcase Award for Partnerships from the U.S. Department of Labor.

Technology Development and Deployment: North Carolina companies are developing new technologies and deploying new technologies to better enhance their competitive positions. Community colleges are providing services to several North Carolina start-ups that have developed new technologies recognized as cutting edge, including CREE Research, RF Microdevices, Digital Optics, and 3Tex. Traditional manufacturers, such as Royal Park Uniforms, are utilizing technology to automate their workplaces, requiring new skills and training of their workers. During the past year, several efforts were undertaken to support technology development by North Carolina companies, and to better use technology in program management.

- The *Focused Industrial Training* program guidelines were modified to make information technology companies eligible, along with manufacturing companies.
- A close collaboration was developed between NCCCS and the *North Carolina Electronics and Information Technology Association*. The collaboration resulted in NCCCS support of the first annual NCEITA/ExplorNet Knowledge Nova Conference, and the 2000 Systemwide survey and report on Information Technology Training.
- The *Customized Training Management Information System* was implemented, allowing on-line management of the New and Expanding Industry Training program as well as a searchable database of training resources.
- NCCCS led the development of *NC STARS* in collaboration with the Employment Security Commission. NC Stars is an on-line database of eligible training providers for the Workforce Investment Act, which is managed by NCCCS' Division of Economic and Workforce Development.

Marketing: Whether in Raleigh or Rockingham, Charlotte or Shallotte, businesses have to market their services and products to be successful. The Economic and Workforce Development Division developed two new avenues to inform our clientele about the opportunities available to North Carolina citizens and businesses through North Carolina community colleges.

- The Division developed a web page, as part of the North Carolina Community College System website that provides a comprehensive description of Economic and Workforce Development programs and initiatives. The website is available at www.nccces.cc.nc.us/Business_and_Industry.
- The Division initiated an on-line newsletter, *The Economic and Workforce Development Update*, which is e-mailed every four months to individuals interested in Community College Economic and Workforce Development programs. (To receive the newsletter and be included on our electronic mailing list, send your e-mail address to Jerrie Farmer at farmerj@nccces.cc.nc.us.)

Programs

New & Expanding Industry Training

Program Brief

Started in 1958, the New and Expanding Industry Training (NEIT) program was the nation's first customized training program. Today, it continues to be a vital component of North Carolina's economic development efforts, providing training for new and expanding companies across the state. The program is nationally acclaimed, having been the key factor in the North Carolina Community College System's ranking as the number one worker training program in the nation for 1999-2000.

The NEIT program enables North Carolina's community colleges to provide free customized training to new employees of companies creating 12 or more new jobs in a one-year period. Eligible companies are those in manufacturing and technology sectors, as well as customer service and data processing centers, and warehousing and distribution centers.

Each project is customized specifically to the skill requirements for the new employees of each client company. Services typically include both Program Development services and Instructional services. Program Development services may include job analyses, pre-employment training, temporary training facilities, customized training manuals, videos, and computer-based training, and instructional customization. Free instructional programs include community college instruction that features both soft skills and technical skills training, and instruction based on community college industry sector initiatives and partnership programs with leading national training programs. In addition, New and Expanding Industry Training may include technology vendor training contracted by the colleges, or training provided by designated company instructors reimbursed through the program.

Innovation

Information technology is revolutionizing the North Carolina economy, and it is also having an impact on the management of the NEIT program. In 1999-2000, the program went on-line with the implementation of a new *Customized Training Management Information System*.

Management of the NEIT program is now essentially paperless. In addition to speeding up project development and approval, the System features a trainer search feature that enables colleges to quickly identify instructor talent from different regions around the State.

In initiating new projects, college representatives along with Regional Training Directors now develop and submit proposals directly on-line. The proposals are reviewed and approved on-line by the Vice President of Economic and Workforce Development, or by a three person review panel consisting of senior leadership from the North Carolina

Community College System and the Department of Commerce, depending on the size of the project. The System also allows colleges and regional staff to submit program budget requests, and allows System and college staff to check the status of projects and budget allocations at any time.

"The MIS system has definitely improved our response time to the clients," notes Lori Day, New and Expanding Industry Training Director at Central Piedmont Community College and the 1999-2000 President of the Business and Industry Services Network, the community college network of business and industry training staff. "The information is sent electronically for approval and turn around has been as quick as two days – even without trying to get it rushed."

"A great advantage of the new Customized Training Management Information System is that during the approval process or at any point, we can review Project Profile information and project status at our fingertips. We know where it is in the process and who has signed off on it," she notes. "This is a much more efficient process than before when we were using the mail and it has certainly cut response time and eliminated a lot of phone calls and frustrations."

North Carolina's community colleges have always been known for their quick work in developing new and expanding industry projects, having been compared to a hospital triage team in one article in a national education publication. The new technology speeds things up even more. In a few cases, in fact, large projects requiring many thousands of dollars in funding commitments have been submitted and approved on the same day. The automated instructor search feature also enables community college program developers to tap a statewide database of training specialists utilized for specific industry projects, as well as reference information.

Client Profile

Ashe County Economic Renaissance: With a population of 24,000 people, rural Ashe County ranks 73rd in population out of North Carolina's 100 counties. It is best known for its Christmas trees and cheese production, and beautiful mountain scenery. But in recent years, the small county located in North Carolina's Northwestern mountains has been the site of an economic development renaissance that has not gained the national notoriety of the technology-based development of the Research Triangle Park, or the financial-based development of Charlotte, but is no less remarkable. At the center of the renaissance have been Wilkes Community College and the New and Expanding Industry Training (NEIT) Program.

Five years ago, the outlook did not appear very bright for the county when Sara Lee, the county's largest employer, closed its production facility. The closing resulted in 600 job losses, over five percent of the total county labor force. A few months later, things grew even worse when Jefferson Apparel cut 100 jobs. Soon, retail sales in the county had dropped by 4 percent and over 2,000 people were out-commuting to work on a daily basis. Unemployment stood at 10% and was rising fast.

In Raleigh, then Secretary of Commerce, Dave Phillips, established a special task force to focus on Ashe County. Scott Ralls, now Vice President of Economic and Workforce Development for the North Carolina Community College System, was a member of the task force. At the time, he was Director of the Division of Employment and Training and led the State Rapid Response Team that responded to the Sara Lee closing. "I never felt so inadequate in my life," notes Ralls. "People hoped that training efforts may be an answer to the solution, but the question that kept going through my mind was training for what."

The solution came locally, however, when Sara Lee donated its closed facility to the newly created Ashe County Job Development, Inc. Soon after, Ashe County Job Development sold the facility to Leviton/Southern Devices, a company with other operations in the county. Company leaders have indicated that an important factor in their decision was the training support they had previously received through the NEIT Program from Wilkes Community College, and at their other North Carolina locations. The program gave them confidence they could succeed with another facility, and the company added over 180 jobs over a three-year period.

The decision by Leviton/Southern Devices not only helped build back the job base, but also added cash to the coffers for Ashe County Job Development to attract other companies to the county. Very soon these resources proved beneficial when Ashe County Job Development, Wilkes Community College, and Blue Ridge Electric Corporation joined forces to recruit the Oldham Corporation to Ashe County.

The prospects at the time seemed unlikely. Oldham was recognized as a leading producer of saw blades and router bits, looking to consolidate its New York-based headquarters and its different production facilities to one centralized location. Ashe County seemed like an unlikely choice, but the local incentive package, the aggressive recruitment of local and community college officials, and the proposed NEIT program developed by Wilkes Community College helped turn the day. At a meeting last year of the North Carolina Economic Development Board, CEO Mike Sherman, noted that the NEIT Program was a key factor in the company's move from New York to Ashe County. Today, the company's headquarters and production facility in Ashe County employs 325 people in a gleaming new facility that is state-of-the-art, and includes an employee fitness facility and other amenities.

At about the time Oldham was planning to locate to Ashe County, another major economic development activity was taking place in the county when Gates Rubber Company indicated that they were closing their Jefferson facility of over 300 employees. Responding to the closing, the local team that included Wilkes Community College officials learned that the company was converting from the production of automotive hoses to belts, and was looking to site a new highly automated belt facility. The local representatives convinced the company that they could retrain the local Ashe County Gates employees in the high-tech skills required for a belt facility.

Since the company would actually be decreasing their employment for the time period, they were not eligible for the State-funded NEIT Program. However, Ashe County Job Development still had funds on hand from the selling of the Sara Lee facility, and partnered with Wilkes Community College to develop a special training program for Gates For a period of several months, the college retrained the Gates employees in the new high

tech skills required by the new belt operation, and once trained, the employees literally moved from one curtained off section of the facility to another. The training saved 192 jobs for the county with a new high-tech skill base, and the company created a modern, updated production facility. Recently, the company announced an expansion of over 30 new jobs, and their donations have greatly enhanced the training facilities at the Ashe County Campus of Wilkes Community College.

Finally, shortly after the Oldham location and the Gates retraining, Wilkes Community College and the NEIT Program became the centerpiece of an effort to attract a new employer to the county. Tigra, a high-tech German manufacturer of carbide-tipped cutting tools, decided to establish their new North American production facility in Ashe County after a visit by community college and other officials to their headquarters in Germany. During the visit, the college worked with the company to design an NEIT Program to support their new location. The company created 30 new jobs in Ashe County by the end of 2000.

Since the 1995 Sara Lee closing, Wilkes Community College has trained over 1300 county residents for new jobs in the county through the NEIT Program. The program has been noted by at least four key employers as a key factor in their decision to locate and grow in Ashe County during that time period. Since 1995, retail sales in the county have dramatically increased, the number of Ashe County citizens out-commuting for employment has been cut by 35 percent, and unemployment has been declined by more than half and stabilized at approximately 5 percent.

New & Expanding Industry Training Annual Summary ~ Fiscal Year 1999-2000

The New and Expanding Industry Training program served 197 companies and 20,256 trainees during the 1999-2000 program year. One hundred and sixteen were expanding North Carolina companies, while 81 were new companies recruited to the state.

Since 1987, the number of companies served each year by the NEIT program has grown by a third and the number of trainees has doubled. All program growth during that time period is a result of additional expanding companies being served.

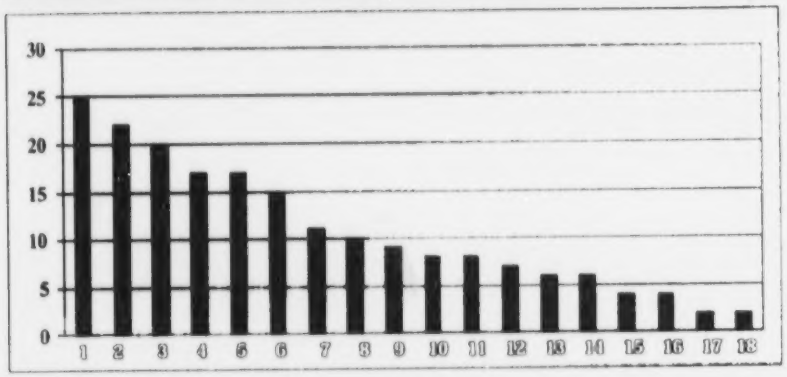
For the 1999-2000 program year, company clients with completed projects gave high marks to the colleges for their program management:

- 93% of companies rated as either excellent or very good, "the extent to which the New and Expanding Industry Training Program met the company's expectations."
- 90% of companies rated as excellent or very good, the "overall impact of the New and Expanding Industry Training Program on the company's operations."
- 93% rated as excellent or very good, the "overall effectiveness of the New and Expanding Industry Training Program in preparing the company's employees for productivity."

Reflecting the growth of North Carolina's high technology sector, the greatest number of trainees and program expenditures in 1999-2000 was for the telecommunications/fiber optics sector. The largest number of projects was in the metals sector, followed by plastics/rubber, textiles/apparel, machinery, transportation, computers/electronics, and maritime industries.

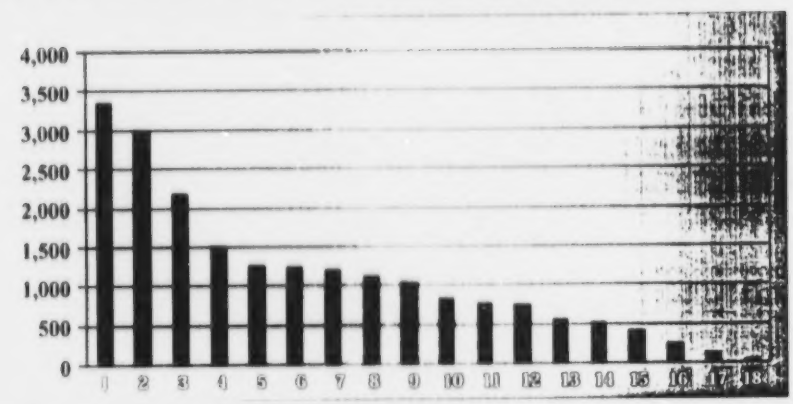
Rural counties were over represented in the number of projects relative to the overall North Carolina population. Sixty-eight percent of the active New and Expanding Industry Training projects for the 1999-2000 program year were in North Carolina's 85 rural counties. Numbers of trainees and program expenditures were evenly split between rural and urban counties, mirroring the population breakdown of the state.

Number of Projects by Industry 1999-2000



1 Metals	7 Maritime	13 Furniture
2 Plastics/Rubber	8 Wood/Paper/Printing	14 Warehouse Distribution
3 Textiles/Apparel	9 Telecommunications/Fiber Optics	15 Chemical
4 Machinery	10 Pharmaceutical/Medical	16 Food/Tobacco
5 Transportation	11 Manufactured/Housing/Building Materials	17 Information Technology
6 Computers/Electronics	12 Financial/Customer Service	18 Glass

Number of Trainees by Industry 1999-2000



1 Telecommunications/Fiber Optics	7 Computers/Electronics	13 Manufactured Housing/Building Materials
2 Transportation	8 Machinery	14 Warehouse/Distribution
3 Plastics/Rubber	9 Textiles/Apparel	15 Furniture
4 Metals	10 Pharmaceutical/Medical	16 Glass
5 Wood/Paper/Printing	11 Food/Tobacco	17 Chemical
6 Customer Service/Financial	12 Maritime	18 Glass

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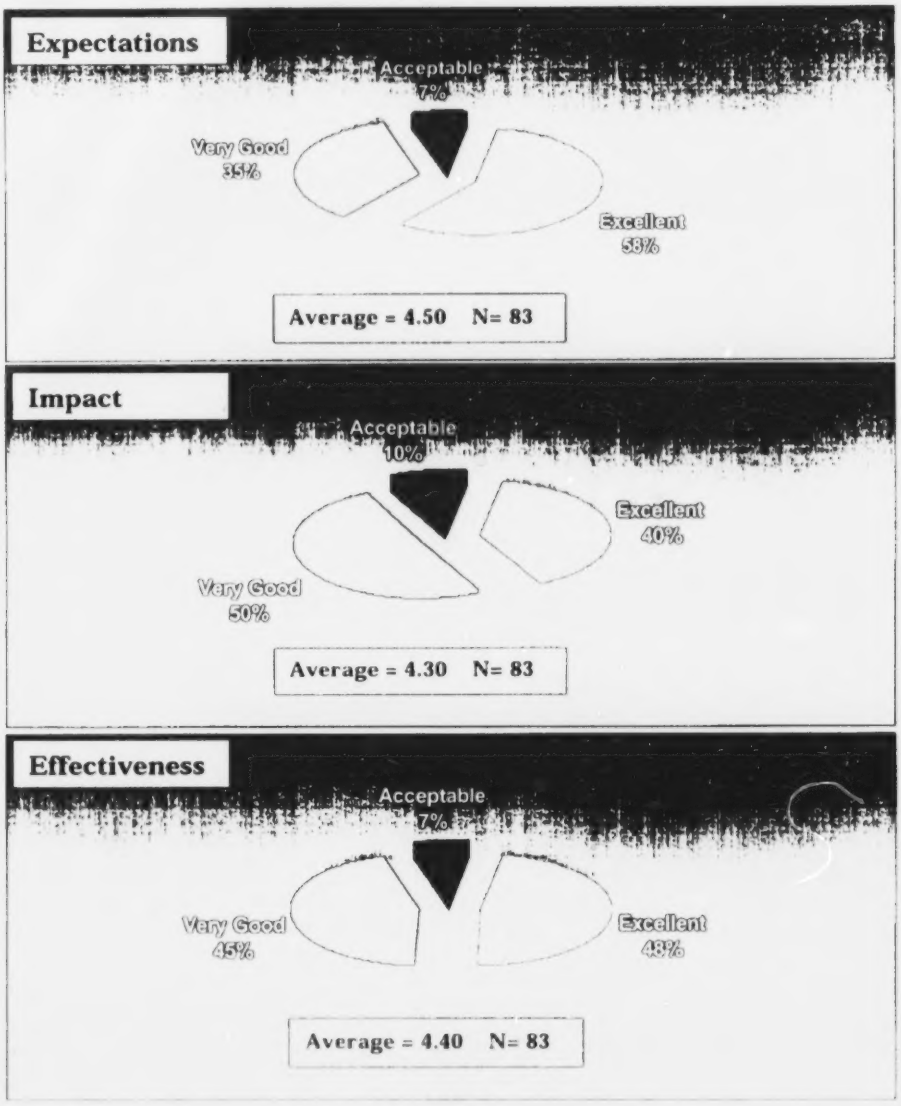
New and Expanding Industry Training Annual Summary 1999-2000 cont'd

The Rating Scale:
5 = Excellent, no improvement necessary, exceeded highest expectations
4 = Very Good, company needs were met at a highly acceptable level
3 = Acceptable, needs met but some improvement indicated
2 = Marginal, some needs unsatisfied, item needs substantial improvement
1 = Unacceptable, needs generally not satisfied
NA = Not Applicable



Expectations: *Extent to which the NEIT program met the company's expectations*
Impact: *Overall impact of the NEIT program on the company's operations*
Effectiveness: *Overall effectiveness of the NEIT program in preparing the company's employees for productivity*

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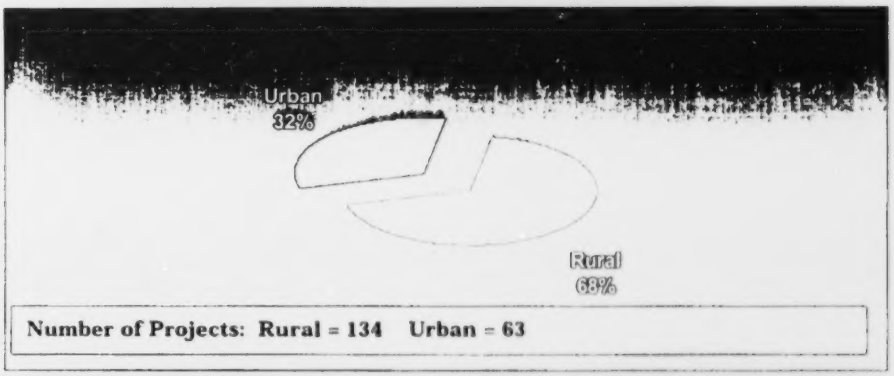
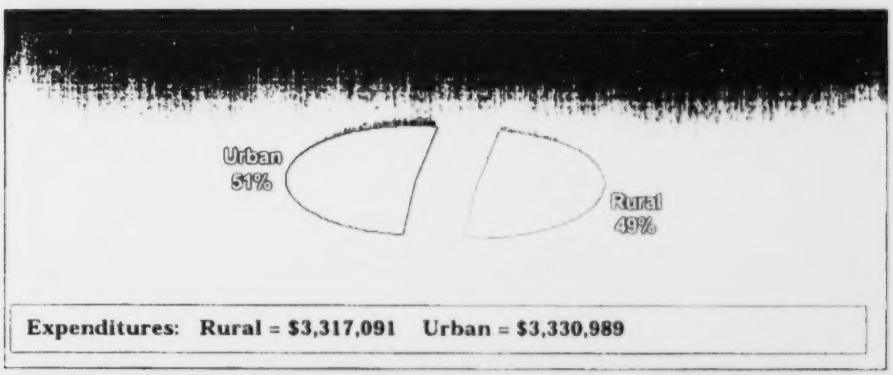
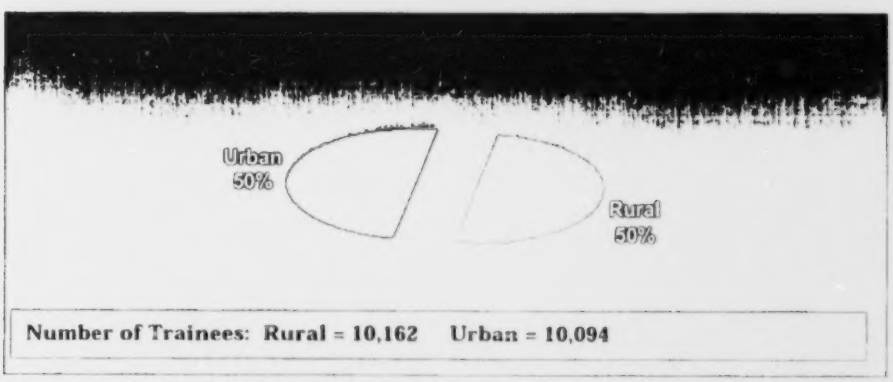
Rural and Urban Counties



Number of Projects: Rural = 134 Urban = 63



Expenditures: Rural = $3,317,091 Urban = $3,330,989



Number of Trainees: Rural = 10,162 Urban = 10,094

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Workforce Continuing Education

Program Brief

States are facing greater pressure to provide skilled labor, generate good jobs, and help people navigate a highly competitive, technologically driven, and increasingly global market. In this labor market, the ability to continually learn, adapt and be highly productive will determine who benefits from the new economy.

In North Carolina one strategy for meeting this challenge is through the community college system's workforce continuing education training programs. These programs are a primary tool for providing skill development opportunities for North Carolina's workforce. Short-term skill training courses are offered at each of the community colleges across the state to train, retrain, and upgrade individuals for current or future job skills.

Courses can be offered on demand and customized for specific training needs and are often the first response for meeting critical training needs in communities. For example, colleges partner with businesses, industry and public/private agencies to develop and implement immediate training to address retraining for dislocated workers, bilingual training for the workplace, and urgent public health-related training. Course fees remain relatively low. The maximum fee for any course is currently $65.

Community Service Program

Community colleges also offer courses that focus on an individual's personal or leisure needs rather than occupational or professional employment. These courses are generally funded by a Community Service Program (CSP) block grant which provides funds to sponsor cultural and civic and visiting artist community needs through concert and lecture series, art shows, and other community interest programs. Colleges did not receive a CSP block grant in 1999-2000 budget year but were funded for FY 2000-2001.

Registration fees have been waived for senior citizens 65 years old or older, who register for CSP grant supported courses. Senior citizens participating in self-supporting CSP courses shall be charged a registration fee as other participants. In 1998, 25 percent of CSP enrollees were 65 years old or older.

Innovation

Colleges are involved in a variety of partnerships with business and industry and private and public agencies to address training demand issues. These initiatives are continually reassessed to stay current with evolving training needs. Current initiatives include:

- *Information Technology Partnerships*: Colleges have formed partnerships with IT companies such as Cisco Systems, Nortel Networks, and Microsoft to form local training academies or to provide vendor approved certification training.

- *National Center for Construction Education*: Colleges are partnering with local construction companies to provide apprentice training for a variety of construction skills.
- *Certified Nurse Aide Project*: Select colleges are working with the NC Health Care Facilities Association to implement recruitment and retention strategies for Health Care Facilities.
- *Spanish in the Workplace*: Colleges have developed workplace Spanish training to prepare company supervisors, law enforcement, emergency and fire/rescue and health personnel for bilingual employment situations.

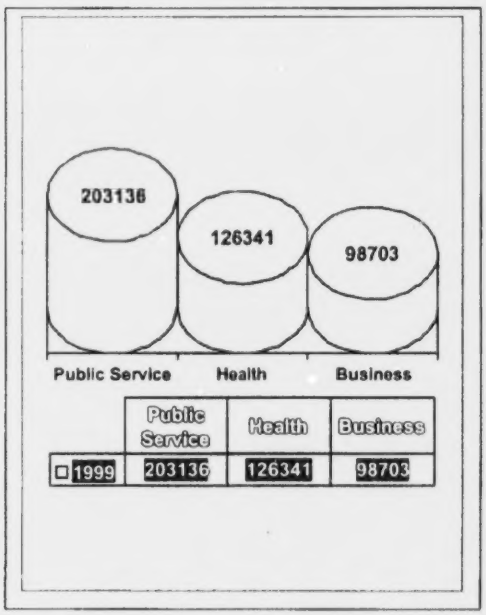
Client Profile

Students enroll in workforce continuing education courses to develop skills for a job or to improve their skills for their current job. Thirty-nine percent (39%) of students enrolled in 1999 were between the ages of 25 and 49; fifty-eight percent (58%) were employed full-time; ten percent (10%) were employed part-time; and thirty-one percent (31%) were unemployed.

Training Demand

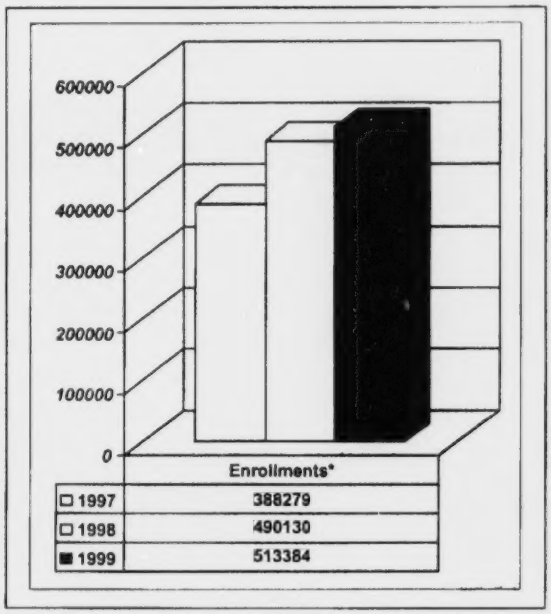
Colleges enrollments reached 513,384 in 1999-2000 - a 25 percent increase over the demand in 1997 - and the demand continues to increase. Training in 1999 was clustered predominantly in health (25%), public service (40%) and business-related training (20%).

Enrollment Clusters 1999
(duplicated headcount)



	Public Service	Health	Business
1999	203136	126341	98703

Enrollments 1997, 1998, 1999
(duplicated headcount)



	Enrollments*
1997	388279
1998	490130
1999	513384

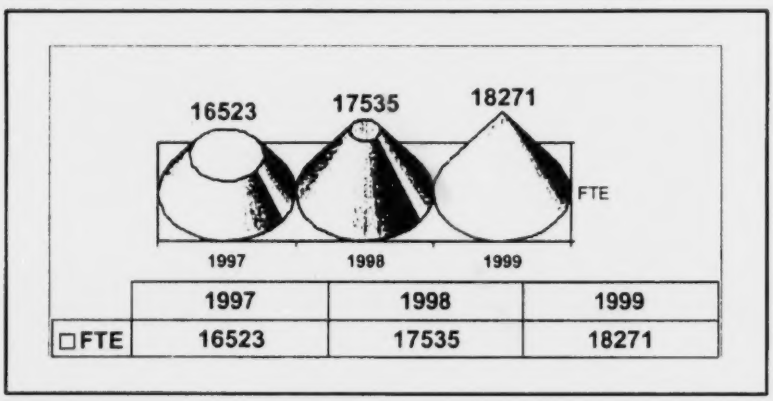
In 1999, colleges provided more than 12.5 million hours of instruction with the single largest number of hours of instruction - over 1.9 million - in computer science applications. During this same period, enrollments generated a total of 18,271 FTE.

Trends in Training 1997 - 1999

The greatest growth area in training over the past three years has been in the Information Technology (IT) areas. Colleges experienced a 41 percent increase in enrollments in IT training from 1997 to 1999, the largest increase in actual enrollments offered during this three-year period. Health-related training as well as public service training remain consistently at a high level of demand.

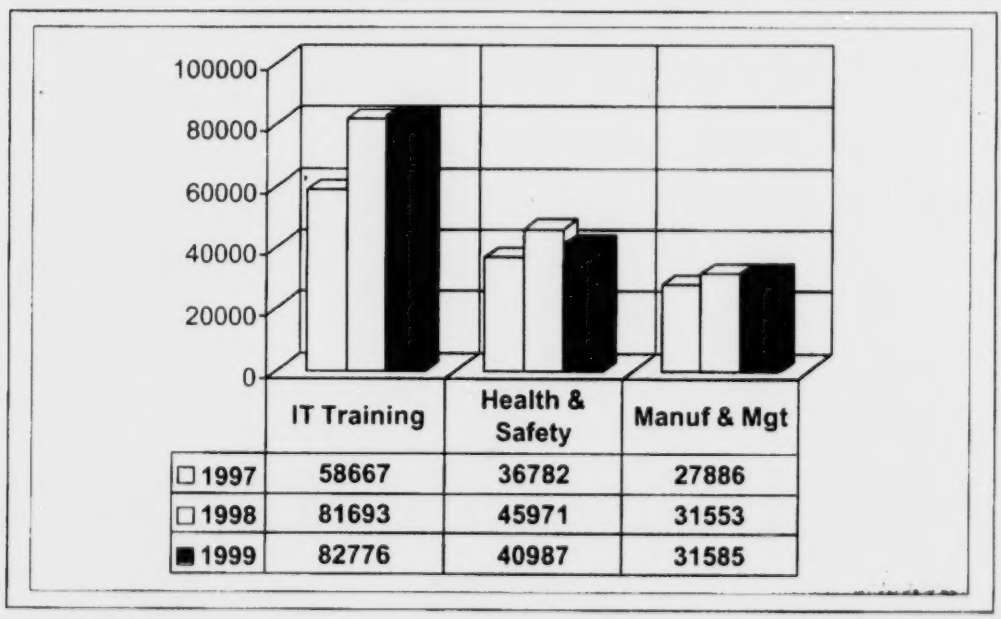
Workforce Continuing Education Annual Summary cont'd

FTE 1997, 1998, 1999



	1997	1998	1999
FTE	16523	17535	18271

Trends in Training 1997, 1998, 1999



	IT Training	Health & Safety	Manuf & Mgt
1997	58667	36782	27886
1998	81693	45971	31553
1999	82776	40987	31585

Small Business Center Network (SBCN)

Program Brief

The North Carolina Community College System Small Business Center Network (SBCN) consists of a small business center at each of the state's 58 community colleges. These centers provide a wide variety of seminars and workshops, one-on-one counseling, a library of resources, and referrals to other sources of help to owners and operators of small businesses.

The mission of each SBC is to help the many small businesses within its service area survive, prosper, and contribute to the economic well-being of the community and the state. This service, supported exclusively with state funds, began with eight centers in 1984. Since then, it has grown gradually; the last five colleges joined the network in 1994.

Seminars/workshops and courses on the how-to of business operations included business planning, management, finance, computers/software, communications, taxes, behavioral needs, and specialty (technical and targeted market) needs. The SBCN also offers the *Export Ready Program*, which is designed to walk North Carolina companies through the export process, step-by-step, with real life examples and current detailed information. Plus, OSHA Regulations-training; IRS Small Business Tax Workshops; and Government Purchasing and Contracts.

Core Curriculum
This year all 58 of the Small Business Centers offered the Small Business Startup Series at least twice throughout the year. The Startup Series includes five basic business topics: How to Start a Business, How to Write a Business Plan, Financing Your Small Business, Marketing and Advertising Your Small Business, and Record-keeping and Taxes.

Export Ready Program
The Export Ready Program provided a unique opportunity for would-be exporters to get a real taste of doing business outside of the United States. In February, Wake Technical Community College's Small Business Center sponsored a trip to Mexico with the "Doing Business in Mexico" version of the Export Ready Program. The in-country course proved worthwhile, as viable business contacts were made and now several of the companies are doing business in Mexico.

E-Commerce
Through a partnership with the Laurinburg Electronic Commerce Resource Center, the Small Business Centers provided hours of training for small business owners and employees on "How to Conduct Business on the Internet." In addition, several of the SBCs offered a series of courses designed to teach: "How to do Business with Federal, State and Local Government;" and "How to Access the Internet and Web Site Design."

Minority Outreach
- Seminars, targeting the HUB population, were offered by the SBCs across the state. HUB (Historically Underutilized Businesses) includes the minority, women and

disabled small business vendors population. The programs, instructed by North Carolina Department of Administration, HUB Division personnel, taught participants how to do business with state government.

- A Business Startup Series for Hispanic business owners was conducted on the North Carolina Information Highway. The Small Business Centers at the following community colleges participated: Beaufort, Brunswick, Edgecombe, Lenoir and Pitt. The four, three-hour, sessions were taught one night a week, by Mr. Javier Castillo, a Greenville businessman who is member of the SBCN State Advisory Committee and a well known leader in the states Hispanic initiatives.

  In addition, a number of SBCs offered "A How to Start a Business" seminar in Spanish. Still other SBCs at Randolph, Pitt, and Wayne community colleges employed Hispanic individuals to market, instruct and translate program materials.

SBCN Web Page
The SBCN web page came to fruition this year. Visit the site to find articles on North Carolina small businesses; helpful business tips, written by SBC Directors; and, the SBCN Business Planning Guide.

Innovation

Small Business Owners' Program
Four years ago the *Small Business Owners' Program* began as a partnership between the City of Charlotte, First Citizens Bank and the Central Piedmont Community College Foundation.

The goal was to improve the growth rate of the companies by consulting with them over a longer period of time; individualizing the business information for each participating company; and helping them implement the knowledge they had received.

The program targeted businesses located in Mecklenburg County who had been in business for at least one year. The owner needed to be full-time in the business and have kept financial records. Minorities and women were encouraged to apply to the program.

The program provided a series of workshops over a 10-month period, a confidential analysis of each business, and 20 hours of individualized counseling with a variety of experts from the business community.

Since program inception, 75 companies have participated in the program. At the end of the third year, the program was evaluated and the decision was made to rebrand, for a clearer identity. This led to the new name – Business and Entrepreneurial Skills Training – BEST!

SBC Responding in the Face of Disaster
When Hurricane Floyd and its resulting flood devastated many of the businesses in Lenoir Community Colleges' service area, the Small Business Center took a leadership role in assessing their critical needs. Alice Tingle, SBC Director implemented a recovery plan that included calling in SBC Directors from across the state to help out. Alice educated

herself about Small Business Administration Disaster Loans and then got the word out as quickly as possible by hosting a teleconference, and a seminar where representatives from the Small Business and Technology Development Center (SBTDC) and the SBC were on hand to answer questions and assist with SBA Disaster Loan applications. Alice and her team of SBCN Director volunteers, visited over 175 businesses, providing information and assistance to those in need.

In the words of Dennis Parker, owner of Parker's Body Shop, "You just can't imagine how it feels standing there knowing there is nothing that you can do, as flood waters rose to 42 inches in my business, of more than 10 years." Parker attended the informational teleconference for business owners; then the SBC Director volunteers assisted Parker and other business owners like himself in filling out the SBA Disaster Loan application; providing advice and counsel as needed

In total, approximately 25 businesses were assisted by Mrs. Tingle and her team of SBC volunteers, who willingly gave of their time, and truly demonstrated what the Small Business Center Network is all about.

Client Profile

Small Business Center Steers Bed and Breakfast Owner in Right Direction!
Once a rocket engineer, Sandra Wright now begins her day cooking gourmet breakfasts instead of designing cruise missiles. The former Orlando, Florida resident says, "I wake up every morning and just can't believe I'm here. I love what I'm doing now." As proprietor of Timberwolf Creek Bed and Breakfast, in Maggie Valley, Wright opened her business in August 1998; trading her computer generating "virtual reality" job at Lockheed Martin for the reality of a cascading creek right outside her front door.

While visiting on vacation, she fell in love with Haywood County and decided this was the ideal location for her business. She commuted from Orlando on weekends, searching for the perfect property and found it in the third house she was shown.

Then she found out there is more to starting a business than just hanging out a sign and the Small Business Center gave her just the answers she needed. The business counseling got her off and running; the resource library was invaluable; and, one of the seminars gave her the idea of having a gift shop on the premises featuring locally made gifts and crafts.

Wright gives the Small Business Center credit for getting her moving in the right direction from the start. Now, the B&B has four guestrooms, each with a private bath and its own view of the creek. The Internet is Wright's primary marketing tool, which generates 100 percent of her bookings. She also publishes a yearly newsletter that she sends to past guests.

Small Business Center Network Annual Summary ~ Fiscal Year 1999-2000

Training

NUMBER OF SEMINARS	**2,911**
NUMBER OF SEMINAR ATTENDEES	43,191
FTE	1,806
FTE ATTENDEES	19,839
COUNSELING	5,139
TELEPHONE INQUIRY/COUNSEL	11,864
REFERRAL	4,060
HOURS COUNSELING	9,445

% SEMINAR ATTENDEES BY INDUSTRY

CONSTRUCTION	07%
MANUFACTURING	15%
RETAIL	22%
SERIVICE	52%
WHOLESALE	03%

BUSINESS STATUS

CLOSING	0%
EXPANDING	9%
EXPLORING OPTIONS	15%
OPERTING	55%
START-UP	20%

RELATIONSHIP TO BUSINESS

OWNER	25%
EMPLOYEE	50%
MANAGEMENT	14%
PROSPECTIVE OWNER	11%

RACE

WHITE	77%
BLACK	19%
INDIAN	01%
HISPANIC	02%
ASIAN/PACIFIC	01%

GENDER

MALE	38%
FEMALE	62%

HANDICAPPED

YES	03%
NO	97%

Counseling

GENDER

MALE	49%
FEMALE	51%

INDUSTRY TYPE

CONSTRUCTION	07%
MANUFACTURING	05%
RETAIL	29%
SERIVICE	56%
WHOLESALE	03%

BUSINESS STATUS

CLOSING	<01%
EXPANDING	05%
EXPLORING OPTIONS	34%
OPERATING	42%
START-UP	18%

RACE

WHITE	68%
BLACK	27%
INDIAN	02%
HISPANIC	01%
ASIAN/PACIFIC	01%

SBCN customers gave the Small Business Center programs a 99% overall satisfaction rating based on their perception of the quality of the program presenters, materials, content, and time; in addition to the appropriateness of the facility.

Human Resources Development (HRD)

Program Brief

The Human Resources Development (HRD) program offers pre-employment training, counseling and assistance in placement in jobs or further training for unemployed and underemployed adults in North Carolina. HRD focuses on the development of basic workplace skills including job readiness, interpersonal and group effectiveness, motivation and goal setting, listening and oral communication, problem-solving, and assessment of career and employment goals.

Following the completion of HRD training, graduates of the program are helped in their search for a job or enrollment in additional training. All program graduates continue to receive career and educational counseling and further placement help as needed for twelve months after graduation.

Innovation

Highways to Success has been the cliché word for the Work First population of Guilford County. The federally funded grant project is designed to support the Governor's Work First Initiative. Guilford Technical Community College has designed a workforce training model that is unique, innovative and exciting. The students actually want to attend the classes. Recently, the Medical Office Specialist training tract enrolled 24 Work First students. Twenty-two students completed and 20 of those students are now employed in their area of specialty. The students are motivated and excited about learning. Classes are not structured using only traditional teaching methods. Students are taught using the contextualized learning principle. They conduct special projects and research, make oral and written presentations, work as a team and incorporate real world tasks into their learning objectives.

One of the key elements that makes *Highways to Success* unique is its tri-fold component. The program addresses the students' needs from a holistic approach. The students receive 60 hours of Human Resources Development training, 108 hours of Basic Skills in Workplace English and Math and 72 hours of an Occupational Extension component. Students are in class eight weeks consecutively and the course culminates with a four week 160 hour internship/practicum at cooperative education sites. The workforce training tracts are career based in the legal, medical, computer and financial administrative fields. When the students come to class, they are actually learning how to come to work. Each student must punch a time clock everyday and turn in production reports on assignments. Rules on attendance and punctuality are strictly enforced, just as they would be in the workplace.

The internship/practicum is a mandatory and crucial element of the training. The internship gives the students a realistic approach to what will be expected of them on the job. Guilford Technical Community College has established cooperative education partnerships with major industries i.e., Moses Cone Hospital Systems (the largest hospital

employer in the county), Guilford County Court Systems (two major court houses in the county), the Marriott Hotel Systems and several other major industries in the county. Students are placed in internships where employment opportunities are available. In the situation with Moses Cone, their demand for students was greater than what was available. In each situation, the student can benefit from the internship by gaining a valuable work reference and the opportunity to transfer theoretical training to real world skills. The employer gains because they have an opportunity to take a sneak preview of the future employee, gain a skilled worker and enhance community involvement. It has been a win, win scenario.

Guilford Technical Community College's *Highways to Success* team consists of Tanya Herring, Lead Coordinator; Deborah Douglas, Co-Coordinator; Truline Rodgers, Administrator/Instructor; Andrea Tate, Instructor; Perry Nichols, Instructor; and Sharon Withers, Instructor. Collectively, each member brings an integral mile marker to the program.

Client Profile

Excerpts of speech written and delivered by a former student at an HRD Graduation Ceremony, Rockingham Community College

About 10 weeks ago, I sat where you sit today. The year 2000 had been less than stellar for me. I was tired; physically, mentally, emotionally and spiritually. I had less than eight weeks remaining out of 26 on my unemployment benefits. I had no hopes of a good job; actually no prospects of any type of job whatsoever. In desperation, I came by Rockingham Community College and enrolled in the July class of HRD. I came to class the next Monday, not knowing what to expect and not even sure if the class would be of any benefit to me. To use my daughters description, I was "down in the deeps" and having one very good pity party. Little did I know what awaited me on that Monday morning.

By Tuesday I could begin to feel a little bit of self-confidence struggling for escape. When I jumped out of bed before 6:00 a.m. on Wednesday, I knew there would be no turning back. From that day on I haven't. So, today I don't want any of you to look back other than to use the past as a positive learning experience. For the past three weeks HRD has taught you how to succeed in an ever-changing job market. These skills will last you a lifetime. No, I don't claim to have all the answers but, I have lived long enough and "screwed up" enough on a regular basis to understand, acknowledge and appreciate the lessons taught by the staff of HRD.

I came to HRD as a twice-divorced single mother of three. I am proud to say that I was fortunate enough to obtain my Associates in Applied Arts Degree from RCC in May of 1997. I have a national certification as a 9-1-1 dispatcher. I am a NC Notary and have spent most of the past 11 years employed in the medical field. When I lost my job in January of this year I felt sure that someone with my "qualifications" would have no problem in obtaining another position in just a matter of time. WRONG ANSWER! ! ! ! Now I can appreciate the struggle because it led me back to HRD and RCC.

Within a week of my HRD graduation I had secured a position as a pharmacy technician and that is where I am today. While I am happy there, I strongly feel that this position will be a stepping stone to bigger and better employment opportunities. So, step by step I am building the future that I want and what I learned at HRD serves as that foundation and I will not be derailed from obtaining my goals ever again. I am very proud to be an HRD graduate. I am very proud to be a RCC graduate. RCC has always been a very special place to me.

Today I challenge you to never grow old, either in mind or spirit. Surround yourself with learning in all areas. Don't be afraid to try. You just might surprise yourself by what you can do... Look in the mirror every morning and tell yourself, "That is one terrific, smart, unstoppable person looking back at me."...

In closing, let me ask you this. Why do you think RCC chose an eagle as their mascot? Well, when I first attended RCC right out of high school I learned to take "baby steps" in the field of higher academics. Then when I came back in 1995 to work on my Associates degree, I took bolder, stronger academic steps... After the HRD class, the symbolism of this silly little eagle became very apparent.

With what anyone can learn at RCC, you will be equipped to go anywhere, do anything, conquer any obstacle and be the success that God intended for you to be all along. Now, we all know it won't all fall into place today or there won't be further problems and obstacles to overcome. That is just part of life—for me and for you. But, when you leave here today, you are no longer the little chicken you were three weeks ago who probably felt like the sky was falling in on you. Today when you leave this campus, you can and will soar to new heights of unimaginable success and personal growth because you are indeed a bold, daring, unstoppable and beautiful RCC Eagle destined only for success.

Human Resources Development Annual Summary ~ Fiscal Year 1999-2000

Total Population Served

Students Served	1999-2000 Student Enrollment	19,773
	1998-1999 Graduates in Follow-up	7,883
	Total Served	**26,656**

Student Profile

		Total Students	Percent Rate
Gender	Female	13,186	67
	Male	6,587	33
Public Assistance Recipients	Work First Family Assistance (WFFA)	3,158	15
	Foodstamps	4,202	21
	Unemployment Insurance Benefits	1,114	5
Employment Status	Unemployed	13,716	69
	Employed	6,057	31
Education Status	High School Credential or Higher	12,097	61
	No High School Credential	7,676	39

1998 - 1999 Graduates at 12-month Follow-up Placement Outcomes

Total Graduates at 12-Month Follow-up = 7,883

Placements	Total Placed on Job	5,892	75
	Total Placed in Training	4,273	54
	Total Placements (unduplicated)	6,985	89
Post Job Income	Less than $5,000	1,346	23
	$5,000 to $15,999	3,152	53
	$16,000 to $25,999	778	13
	$26,000 to $40,000	204	3
	$40,000+	412	7
Economic Impact	Increase in Job Income (5,892 graduates)		$29.9 million
	Decrease in Public Assistance (2,630 graduates)		$4.4 million

Focused Industrial Training (FIT)

Program Brief

As the state's traditional industries update operations to take advantage of rapidly evolving technology, many of them turn to the North Carolina Community College System for assistance in training workers in the skills new technologies demand. Since 1981 the Focused Industrial Training (FIT) Program has responded to a wide variety of training needs with a very significant number of the state's business or industrial firms.

Traditionally, FIT projects and training programs have been primarily directed toward veteran workers in manufacturing industries who need to renew their skills and technical knowledge; training assistance has been jointly planned by a sponsoring college and the participating industry to assure that the activities are focused on the reality of the identified needs.

A special provision passed by the General Assembly in 2000 expanded eligibility for the FIT Program to include industries "involved in the design and programming of computers and telecommunications systems." Therefore, in addition to manufacturing companies that were previously eligible (NAICS Codes 3111 through 3399) the action by the General Assembly and State Board made companies with the North American Industrial Classification codes 5112 and 5415 potentially eligible for some FIT program assistance.

FIT Centers are staffed with a director who works directly with industry personnel to assess training needs and develop training programs tailored to those needs. The director conducts and analyzes surveys within companies, develops and administers pre- and post-training tests to evaluate skills, determines skill and knowledge content of jobs, organizes that content into a learning sequence, and then jointly plans training that cannot be addressed through other existing occupational training programs.

Innovation

One of the most exciting accomplishments during the past year resulting from utilization of the FIT program resources has been the "launching" of the new North Carolina Manufacturing Certification Program. This is a unique new training program offered through North Carolina's community colleges, designed to provide North Carolinians with the enhanced career opportunities in manufacturing, and to provide North Carolina's manufacturers with a world-class workforce. It was developed utilizing industry-based skill standards and national certification programs, manufacturing skill surveys, and interview feedback from representatives of leading North Carolina manufacturing companies. The program has garnered the recommendation of the National Association of Manufacturers' Center for Workforce Success, and the North Carolina Citizens for Business and Industry.

The Manufacturing Certification Program consists of both a Level I fundamentals program and Level II industry-specific programs. The Level I: Fundamental Skills program

provides successful completers with a solid base of fundamental manufacturing knowledge, and of preparation to further develop industry specific skills. The Level II: Industry Specific Skills program offers participants the opportunity to obtain more advanced skills in specific industry or manufacturing skills disciplines, as well as preparation to obtain industry-recognized skill certifications. Level II programs currently focus on the metals, plastics, textiles, and electronic industries.

Client Profile

(*reprinted with permission from Fast Track, the newsletter for the Richmond Economic Partnership*)
Becky Chi, a supervisor at Therafirm Compression Hosiery in Ellerbe, knows firsthand the impact that proper training can have on the workplace and on future production. When faced with a recent technical dilemma at the plant, Chi turned to the Focused Industry Training Department at Richmond Community College for assistance and an impression was made on her that will last for years to come.

"We manufacture a medical product, and trying to find the correct formula for the graduated compression on a piece of machinery in the plant became a difficult task," commented Chi. "We wanted to be competitive in our garment design to insure a good fitting product for our future customers, so we decided to ask for help." Chi continued, "I knew the community college had a representative that assisted with workforce training, so I called, and I'm really glad that I did."

"After my initial call to Herb Smith at RCC, I thought it would be several days before I got any answers to my questions, but within a few hours, I got a call from a Catawba Valley Community College representative," said Chi. "Not only was he current on the latest technology in hosiery manufacturing, but he answered my questions, set me up with networking opportunities and added me to a mailing list to receive materials pertaining to my field." Chi added, "I was very impressed by Smith's efforts. He was very thorough, and I for one was very pleased with the results."

Smith, twelve-year Director of New & Expanding Industry Training and Focused Industrial Training at RCC, remembers the call and only smiles when he hears Chi's fond comments. "If there is a need for any type of industrial or manufacturing training in the area, whether large or small, this is the place to start. We have the resources right here in Richmond County to get any company on the right track at little of no cost to them. In some instances, like with Therafirm, it only takes a phone call to get the ball rolling."

Smith added, It is our goal to train North Carolinians and make them more productive citizens. There is no limit to what we can do given a committed company and a motivated workforce."

Becky Chi summed it up best by saying, "I would definitely encourage others needing training or operations advice to utilize the resources available at Richmond Community College. There really is no need to look elsewhere!"

Focused Industrial Training Annual Summary ~ Fiscal Year 1999 - 2000

Focused Industrial Training				
Community Colleges Approved For FIT Centers	**Number of Companies/ Industries Served**	**Number of Trainees Served**	**Number of Courses/ Seminars/ Workshops Provided**	**Number of Instructional Hours Provided**
Alamance CC	14	104	26	847
Asheville-Buncombe TCC	13	164	24	609
Beaufort CC	0	0	0	0
Bladen CC	2	0	4	0
Blue Ridge CC	11	130	16	406
Brunswick CC	2	7	1	8
Caldwell CC & TI	38	163	21	385
Cape Fear CC	13	82	7	208
Carteret CC	0	0	0	0
Catawba Valley CC	60	327	66	2,416
Center for Applied Textile Technology	7	169	25	962
Central Carolina CC	11	148	15	488.5
Central Piedmont CC	9	371	33	653
Cleveland CC	6	62	7	137
Coastal Carolina CC	5	62	13	124.5
College of the Albemarle	1	15	1	16
Craven CC	2	230	10	504
Davidson County CC	49	221	21	637
Durham Technical CC	4	118	8	308
Edgecombe CC	0	0	0	0
Fayetteville Technical CC	7	59	17	3,340
Forsyth Technical CC	18	552	11	444
Gaston College	19	100	17	570.5
Guilford Technical CC	30	336	41	1,092
Halifax CC	24	331	22	558
Haywood CC	0	0	0	0
Isothermal CC	9	115	6	385
James Sprunt CC/Sampson CC	9	260	23	2,875
Johnston CC	16	124	13	285
Lenoir CC	14	331	28	449
McDowell Technical CC	6	453	47	359
Martin CC	1	5	2	120
Mayland CC	1	59	1	92
Mitchell CC	3	43	3	58
Nash CC	8	168	21	506
Pamlico CC	1	4	1	16

Focused Industrial Training

Community Colleges Approved For FIT Centers	Number of Companies/ Industries Served	Number of Trainees Served	Number of Courses/ Seminars/ Workshops Provided	Number of Instructional Hours Provided
Piedmont CC	8	134	14	180
Pitt CC	9	127	24	146
Randolph CC	44	343	35	1,265
Richmond CC	15	92	8	173
Robeson CC	9	153	19	863
Rockingham CC	5	107	14	546
Rowan-Cabarrus CC	21	207	25	2,991
Roanoke-Chowan CC	8	122	6	123.3
Sandhills CC	5	63	9	112
Southeastern CC	3	14	3	144
Southwestern CC	2	6	1	30
South Piedmont CC	6	242	15	177
Stanly CC/Montgomery CC	19	121	22	130
Surry CC	50	1,501	140	1,934
Tri-County CC	0	0	0	0
Vance-Granville CC	26	2,292	158	696
Wake TCC	12	233	20	800
Wayne CC	4	102	6	492
Western Piedmont CC	10	199	22	616.5
Wilkes CC	27	702	82	702
Wilson TCC	9	113	22	294
TOTALS	**705**	**12,186**	**1,196**	**32,273.30**

Workforce Initiatives

Program Brief

Workforce Investment Act (WIA)

The *Workforce Investment Act* (WIA) consolidates and replaces the previous Job Training Partnership (JTPA) program. The purpose of WIA is to prepare youth, adults, and dislocated workers for employment or further education and training through core, intensive, and training services. The cornerstone of the new workforce investment system is "One-Stop" service delivery which unifies numerous training, education and employment programs into a single, customer-friendly system. The underlying notion of "One-Stop is the integration of programs, services and governance structures. This system in North Carolina is referred to as "JobLink Career Centers."

Pathways to Employment

Pathways to Employment is an integrated training model that supports the welfare reform effort by enhancing coordination of workforce training for Work First participants; and an innovative approach to offer training by combining Human Resources Development, Occupational Education and Basic Skills program training into an integrated delivery strategy. The concept is to develop a cadre of integrated occupational training.

The North Carolina Community College System received a grant of $500,000 from the North Carolina Department of Health and Human Services for 1999-2000 to implement *Pathways to Employment* programs across the state. Ten community colleges received a grant of $40,000 each to develop and implement a *"Pathways"* program: Bladen, Blue Ridge, Catawba Valley, Central Piedmont, Forsyth, Gaston, Isothermal, Mitchell, Piedmont, and Southeastern. Two colleges received a planning grant of $12,000 each: South Piedmont and Vance-Granville.

The colleges partnered internally with their directors of HRD, Basic Skills, and Occupational Education programs. External partners included the Department of Health and Human Services, Employment Services Work First staff, Employment Security Commission managers, JobLink Career Center directors, local employers in the medical field and others.

Innovation

The North Carolina Community College System and the North Carolina Employment Security Commission received the *National Showcase Award* at the Joint Employment and Training Technology Conference (JETT*CON2000) in Albuquerque, New Mexico, July 2000 The US Department of Labor and other organizations interested in technology training sponsored the conference.

The NC STARS (State Tracking Accountability and Reporting System) developed by the North Carolina Community College System (NCCCS) and the Employment Security Commission (ESC), was one of nine programs honored at the conference and one of only two from community colleges. NC STARS won recognition in the *Powerful Partnerships at the State Level* category.

NC STARS is the product of a partnership involving the NCCCS, the ESC, 25 local area workforce development boards and the North Carolina Department of Commerce. The initial goal was to create an Eligible Training Provider System, as required by the new Workforce Investment Act (WIA). NC STARS was developed as a fully automated, relational system design that emphasizes Internet connectivity for vendor education and training data input. The program also provides for workforce board administration of the training approval process and enables direct public access to consumer choice information. In other words, a person interested in finding information can log onto the system and find information about education and training resources, job availability, and certification information using a quick, cost-effective and consistent process.

The system officially went on-line in June, and can be accessed at www.ncstars.org. The database is an NT server-based application that allows data upload and update via both Internet electronic file transfer and direct entry. The NC STARS program allows the seamless delivery of critical information from multiple data sources to customers in a variety of relevant, easy-to-understand formats.

Client Profile

Coral Fickhesen is a successful graduate of one of the community college workforce development *"Pathways to Employment"* programs. In July of 1999, Coral entered the Pathways to Employment program at Central Piedmont Community College. The program provides short-term training so participants can become employed. In December, Coral graduated from *Pathways to Employment* program, where she completed the Medical Reimbursement Specialist program. After graduation, she entered the job-search component and later found full-time employment. Her Work First case manager received a letter of commendation on Coral's attitude and job performance from her employer. The letter said that she was *". . . dependable, dedicated and an excellent worker."* Coral had been named the "Employee of the Week." She also received the Governor's Award as one of the *Outstanding Workforce Development Participants*. The award was recently presented at the North Carolina Workforce Development Partnership Conference held in Greensboro. She was one of only four recipients selected from many individuals nominated from across the state to receive this award.

Workforce Initiatives Annual Summary ~ Fiscal Year 1999-2000

The following is the Executive Summary of the Annual Report to the Joint Legislative Oversight Committee on the Delivery of Workforce Training in North Carolina. A complete copy of the report is accessible online at www.nccces.cc.nc.us/Business_and_Industry/workforce.htm

The Workforce Investment Act of 1998 provides the framework for a unique national and state workforce preparation and employment system designed to meet both the needs of the state's businesses and the needs of job/training seekers and those who want to further their careers. This report will describe the North Carolina Workforce Delivery System through a One-Stop environment, or called JobLink Career Centers in North Carolina, which is the prescribed delivery mechanism for federally funded workforce development programs. The report will further identify various options for delivering workforce training more effectively and efficiently through these local centers.

The recently enacted Federal Workforce Investment Act (August 7, 1998) prescribes a One-Stop Career Center System for federally funded workforce development programs awarded to the states and to local communities. States must develop and implement this system by, or before, July 1, 2000. In 1995, North Carolina applied for and received a One-Stop Implementation Grant to plan and develop local One-Stop Career Centers. Because of the opportunity made available under this grant for planning and development, North Carolina was in a position to implement the Federal Workforce Investment Act (WIA), effective January 1, 2000.

For several decades, workforce development services within the State have been delivered through a maze of funding streams and independent programs, as identified in the bi-annual *Workforce Development Inventory*. Some programs provide training, job preparation and job placement to the general public, while others are targeted toward a specific population group. While coordination between two or more programs has been common, until recently, a true systemic approach to delivering workforce services did not exist. Customers (both clients and employers) often had no choice but to go from one place to another to receive needed workforce development services.

Because of the numerous advantages of the JobLink Career Center System services to our customers, the State agencies responsible for preparing this report fully support the JobLink Career Centers as the mechanism for workforce delivery in North Carolina. While it is recognized that all access points in the workforce development and human services community must be well informed of their role in delivering workforce training, services and activities, more effort is being made to link these services together in a cohesive manner to provide integrated, user-friendly, services to the citizens of North Carolina.

NC STARS

This has been a very busy year for the NC STARS project. **NC STARS** stands for the **N**orth **C**arolina **S**tate **T**raining, **A**ccountability and **R**eporting **S**ystem. This system is required under the Workforce Investment Act (WIA) for eligible training providers. A federal grant from the US Department of Labor was received in March of 1999 and the North Carolina Community College System (NCCCS) was awarded the federal grant along with the designation of being the state agency responsible for developing the system. A mini-version of the system began live on-line in April and has been in full production since that time. The web site address is www.ncstars.org. To date some 350 training providers have registered their offerings with the NC STARS system. This includes curriculum programs for all 58 community colleges across the state.

The impetus for North Carolina's development of an eligible training provider system was centered around two key factors:

- recognition of the critical importance of the eligible training provider list to the successful implementation of the Workforce Investment Act, and
- the fact that North Carolina was scheduled to implement WIA on January 1, 2000.

The State submitted a pilot grant proposal for the design and implementation of a full-featured Eligible Trainer Provider system (NC STARS). However, key partners, including the Division of Employment and Training (DET), the Employment Security Commission (ESC) and the Community College System (CCS), recognized that an ETP system would be required regardless of the outcome of the grant award process.

A complete overview of the purpose, platform specifications and operational concepts of the NC STARS Project is accessible online at www.ncccs.cc.nc.us/Business_and_Industry/workforc.htm

Pathways to Employment

College	Occupational Areas of Training	Number of Students Enrolled	Number of Students Completed	Job Placements	Hourly Wage Rate Range
Bladen	Home Health Aide	9	7	In Home Aides or Personal Care Assistants	$5.15 to $7.50
	Human Resources Development	14	12		
	Basic Skills	14	12		
	Certified Nursing Assistant	5	4		
Blue Ridge	Certified Nursing Asst. I	4	4	CNA Cashier Office Asst. Work Study	$6.50 to $9.25
	Office Assistant Skills - Basic	7	1		
	Basic Skills	11	7		
	Human Resources Development	11	6		
Catawba Valley	Certified Nursing Assistant I	14	12	CNA I CNA I Team Finisher (Hosiery)	$6.50 to $8.25
	HealthLinks Employability Skills	9	5		
	Health Links Basic Skills	9	5		
Central Piedmont	Office Inf. Systems Specialist	20	14	Bell South Mobility Alltel-Customer Service Sprint-Customer	$11.07 to $12.50
	Medical Office Admin. Procedures	20	14		
	Customer Service Rep.	20	14		
Forsyth	Nursing Assistant I	4	3	Nursing Assistants Office Clerk Sales Clerk	$6.50 to $10.00
	Office Clerk	6	4		
	Nursing Assistant I	4	3		
	Office Clerk I/Sales Clerk)	6	4		
	Basic Skills (NA1)	4	3		
	Basic Skills (Office Clerk)	6	4		
Gaston	General Office Practices	18	13	Administrative Asst. Customer Service Rep. Crew Trainer Customer Service Rep. Package Loader	$7.00 to $11.58
	Office Technology	18	13		
	Introduction to Keyboarding	18	13		
	Quality Customer Service	18	13		
	Cashiering Training	18	13		
	Retail as a Career Clerk	18	13		

Pathways to Employment

College	Occupational Areas of Training	Number of Students Enrolled	Number of Students Completed	Job Placements	Hourly Wage Rate Range
Isothermal	Bank Teller/Customer Service	11	7	Food Service Self-Employed Cleaning Service Environmental Service Pharmacy Tech Hostess/Restaurant Bank Teller Receptionist	$5.15 to $8.00
Mitchell	Customer Service/Cashiering	6	4		
Piedmont	Human Resources Development	8	5	Carpenter Carpenter Helper Food Serv. Worker Plant Worker	$6.25 to $10.00
	HRD & Ethics	8	5		
	Carpentry	8	4		
	Adult Basic Skills	8	5		
Southeastern	Office Clerk I (Ofc Asst. - Basic)	14	13	Material Handler Optical Technician Client Representative	$6.00 to $8.00
	Office Clerk II (Ofc. Asst. - Intermediate)	13	9		
	Basic Skills Program	14	9		
	Human Resources Development	13	10		
South Piedmont (planning grant)	Developed Customer Service Curriculum (implemented June 2000)				
Vance-Granville (planning grant)	Developed Customer Service Curriculum (implemented June 2000)				
Totals		**408**	**287**		

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